



VA DOE's *VTSS/RTI*

Virginia Beach, VA
Friday, July 13, 2012

Dale Mann, PhD
Managing Director



interactive • inc
immersive, interactive simulations
evaluations for elearning

PANELISTS

- Andy Jacks
- Stacey Leitzel
- Regina Pierce
- Evelyn Perhac
- Heather Tuck

VIRGINIA & NEW YORK

The New York State Education Department has mandated the use of RtI in all elementary schools as of July 1, 2012.

1. Screen all students
2. Notify parents of results
3. Change instruction “as appropriate”.

No funding and no training but yes, a mandate.

Fertig, B., “State requires new screening for struggling readers,” *New York Times*, July 3, 2012.



VTSS



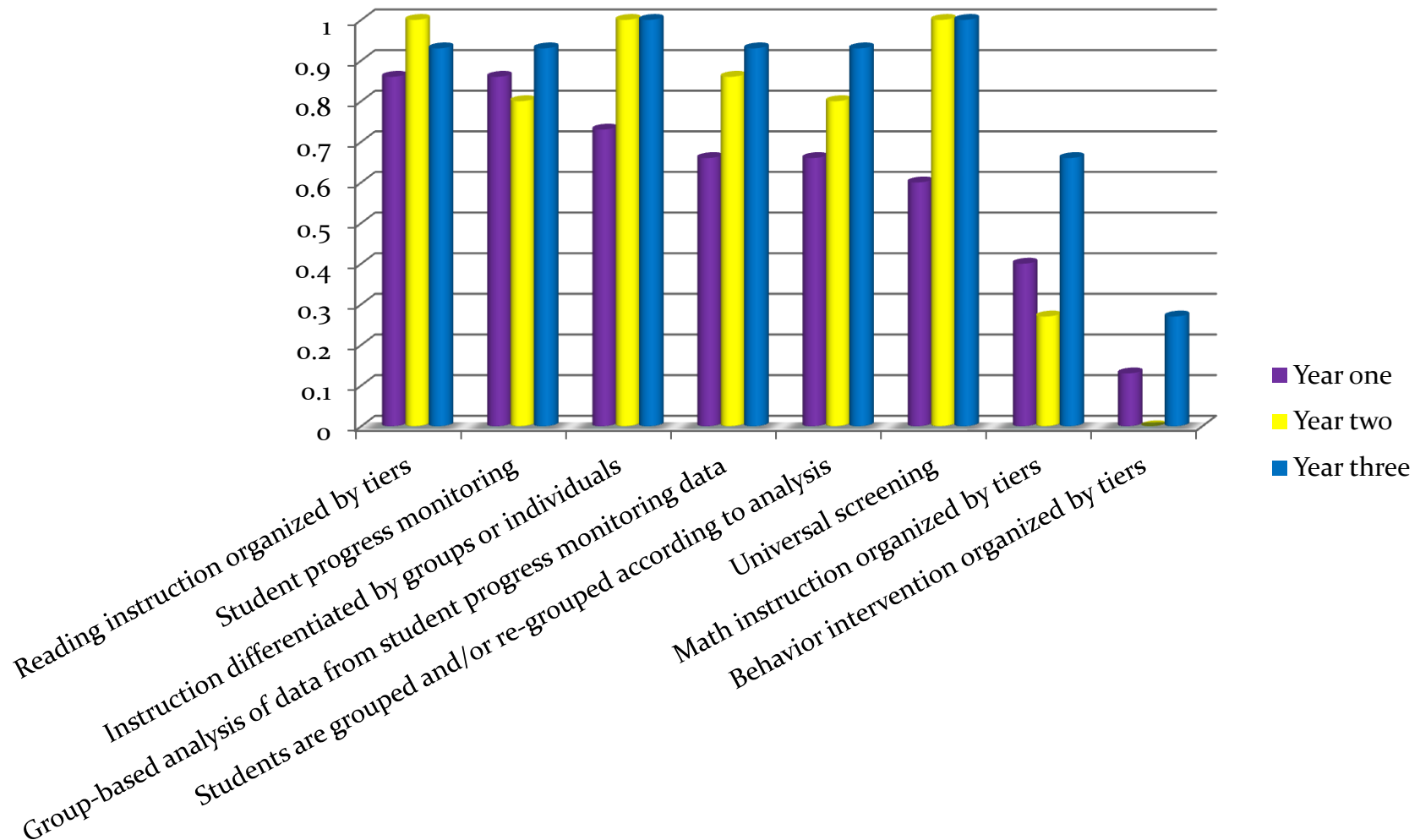
VTSS



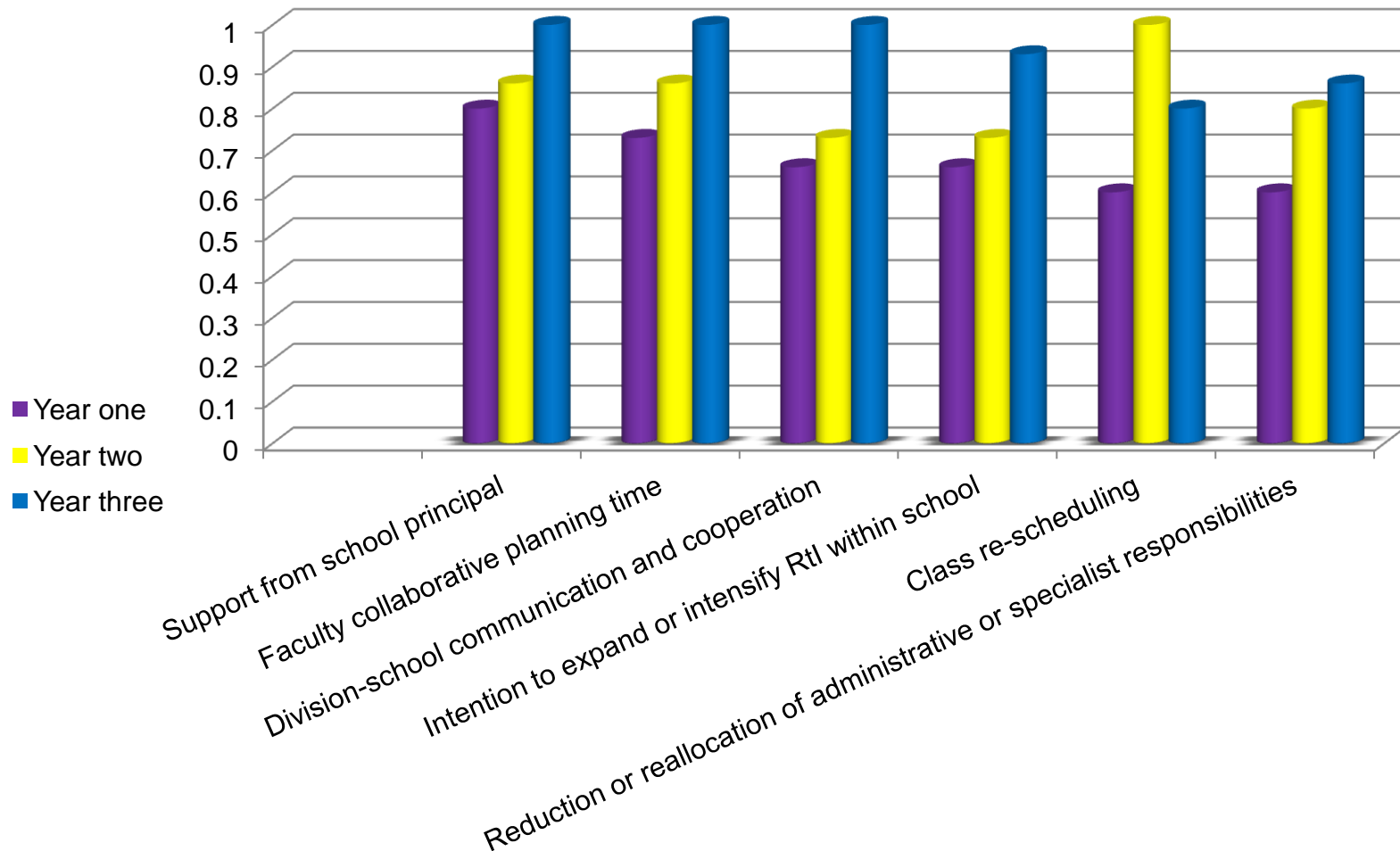
VTSS



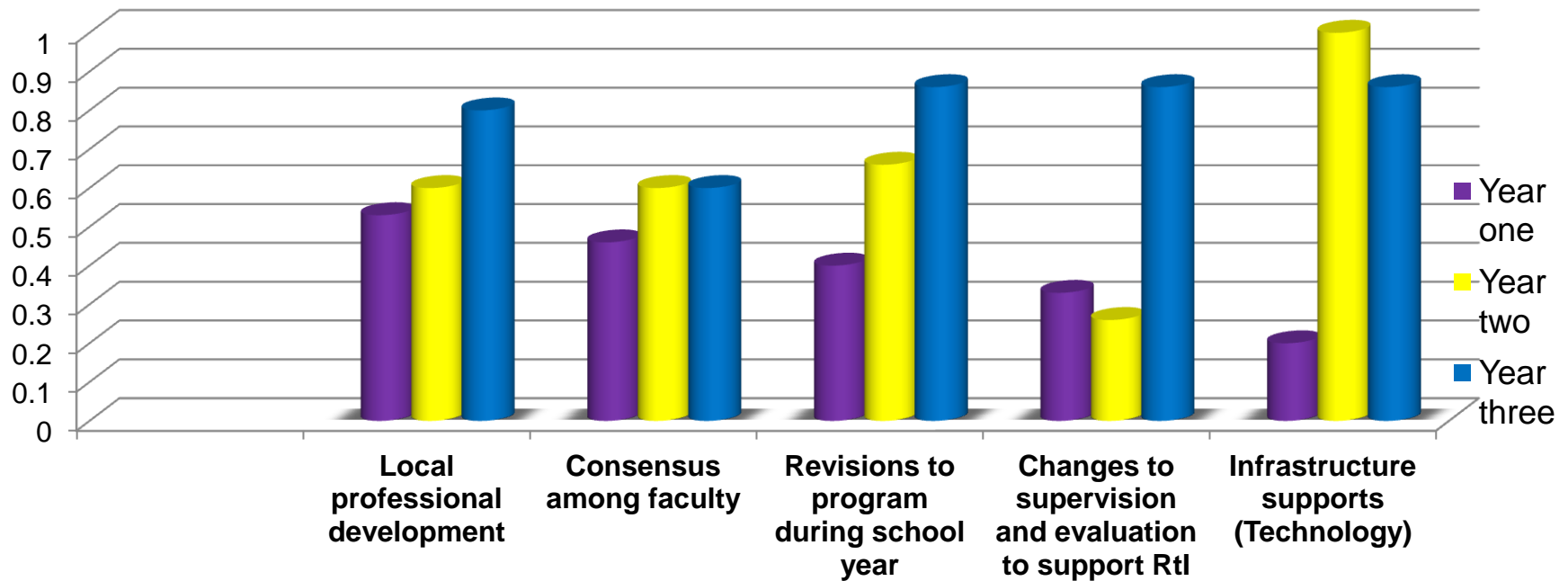
Implementation by Original Pilot Schools, Growth by Year of Implementation by Rtl Feature (2008-09 to 2010-11)



Business Process Re-Engineering by Original Pilot Schools, Growth by Year of Implementation by Feature (2008-09 to 2010-11)

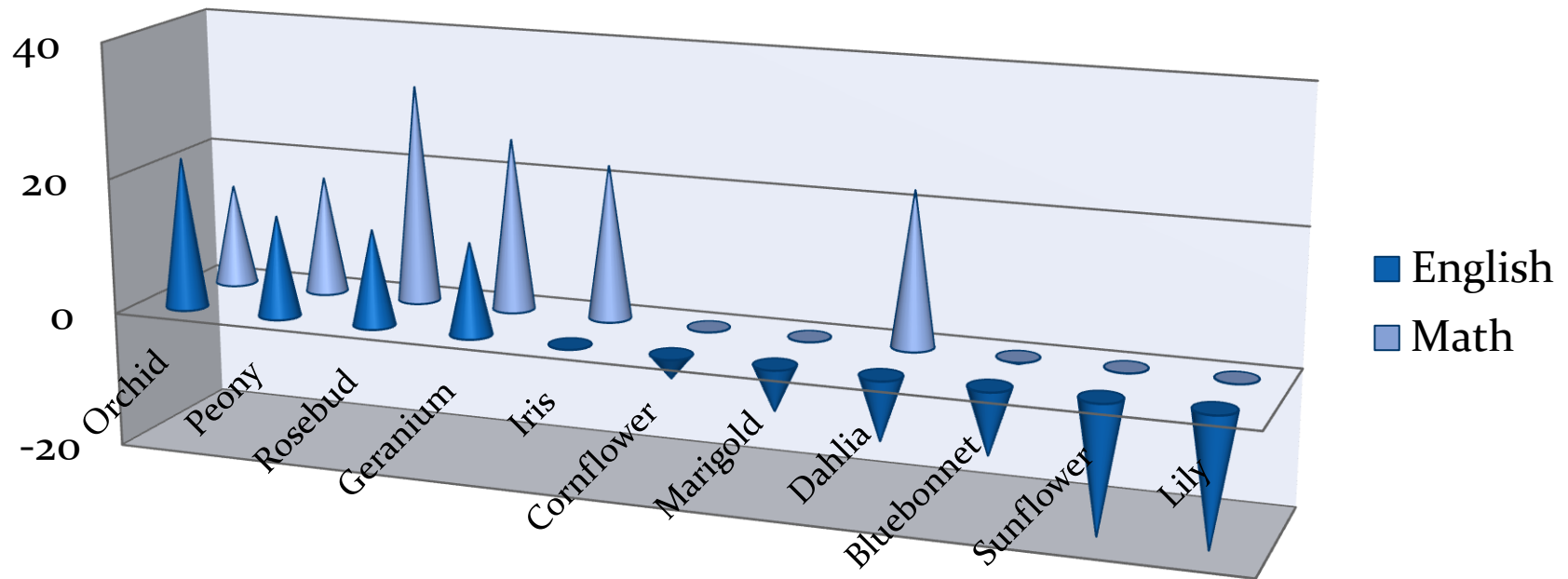


Business Process Re-Engineering by Original Pilot Schools, Growth by Year of Implementation by Feature (2008-09 to 2010-11) [continued]



SOL Scores for Original Pilot Schools

Gains from EOY 2008 to EOY 2011: English and Math (2010-11)



**BI-MODAL ACHIEVEMENT AMONG
ORIGINAL PILOT SCHOOLS**
Percentage of students meeting PALS benchmarks:
Pilot schools, Fall 2009 to Spring 2010, Grade 1
(Listed most-to-least increase) (2010-11)

	Change, Fall 2009 to Spring 2010
Iris	+40.4
Geranium	+8.1
Peony	+7.7
Daisy	+5.8
Lily	+4.2
Marigold	+2.1
Statice	0
Chrysanthemum	-1.2
Orchid	-1.3
Bluebonnet	-1.5
Impatiens	-3.6
Cornflower	-3.9
Rosebud	-7.3
Sunflower	-14.3
Dahlia	-34.1
	+0.73

BI-MODAL DISTRIBUTION AMONG ORIGINAL PILOT SCHOOLS

Percentage of students receiving
Special Education services, 2007-08 through 2010-11
(2010-11)

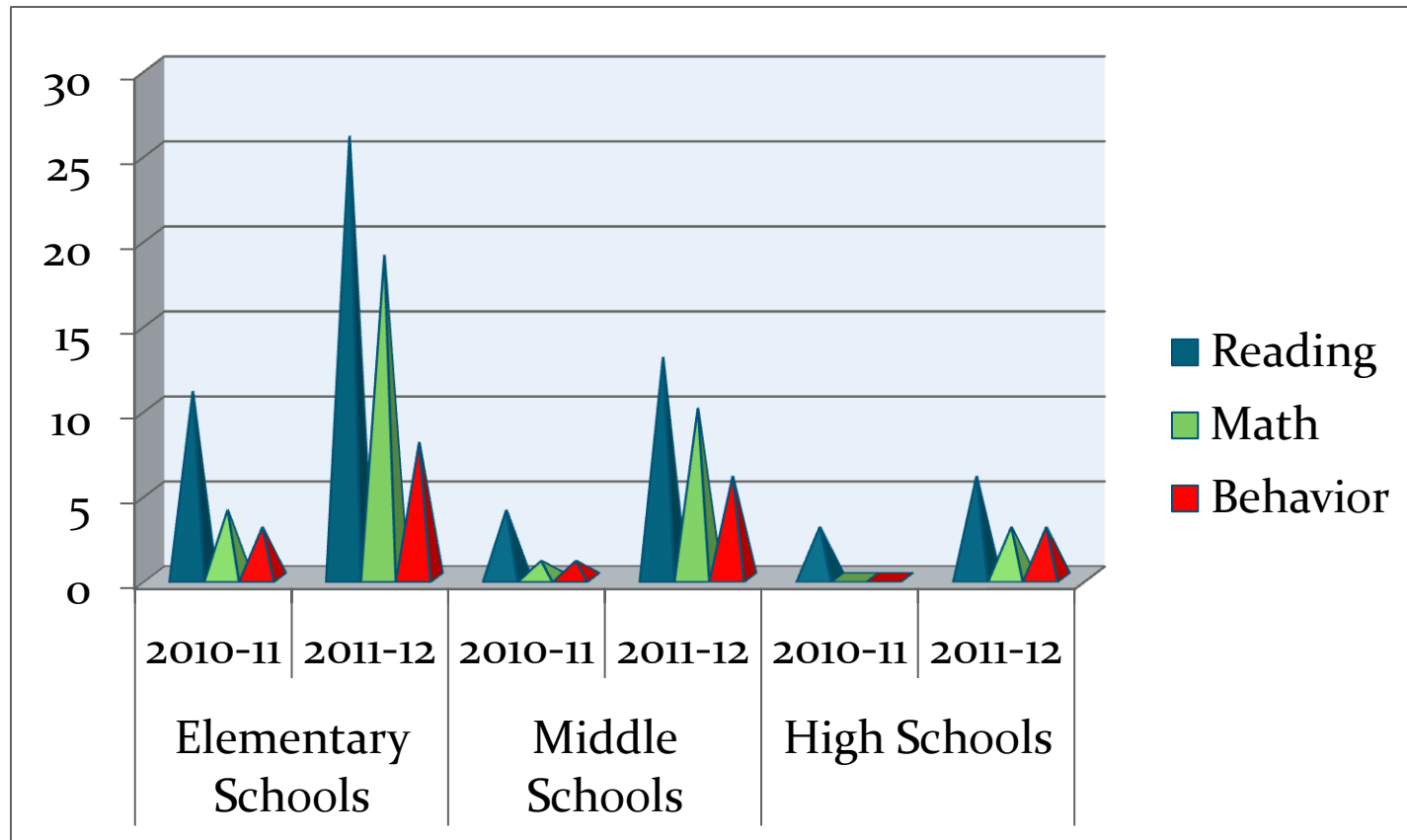
	Change
Rosebud	-12%
Daisy	-9%
Cornflower	-5%
Orchid	-4%
Iris	-2%
Sunflower	-1%
Bluebonnet	0
Lily	1%
Marigold	1%
Peony	2%
Chrysanthemum	4%
Geranium	4%
Dahlia	8%
Impatiens	13%

Division Cohorts

CHANGE IN GRADE LEVELS IMPLEMENTING RtI BY CURRICULUM AREA

Division Cohort Schools: 2010-11 to 2011-12

(Numbers of division representatives reporting: Data are multiple response: 2010-11)

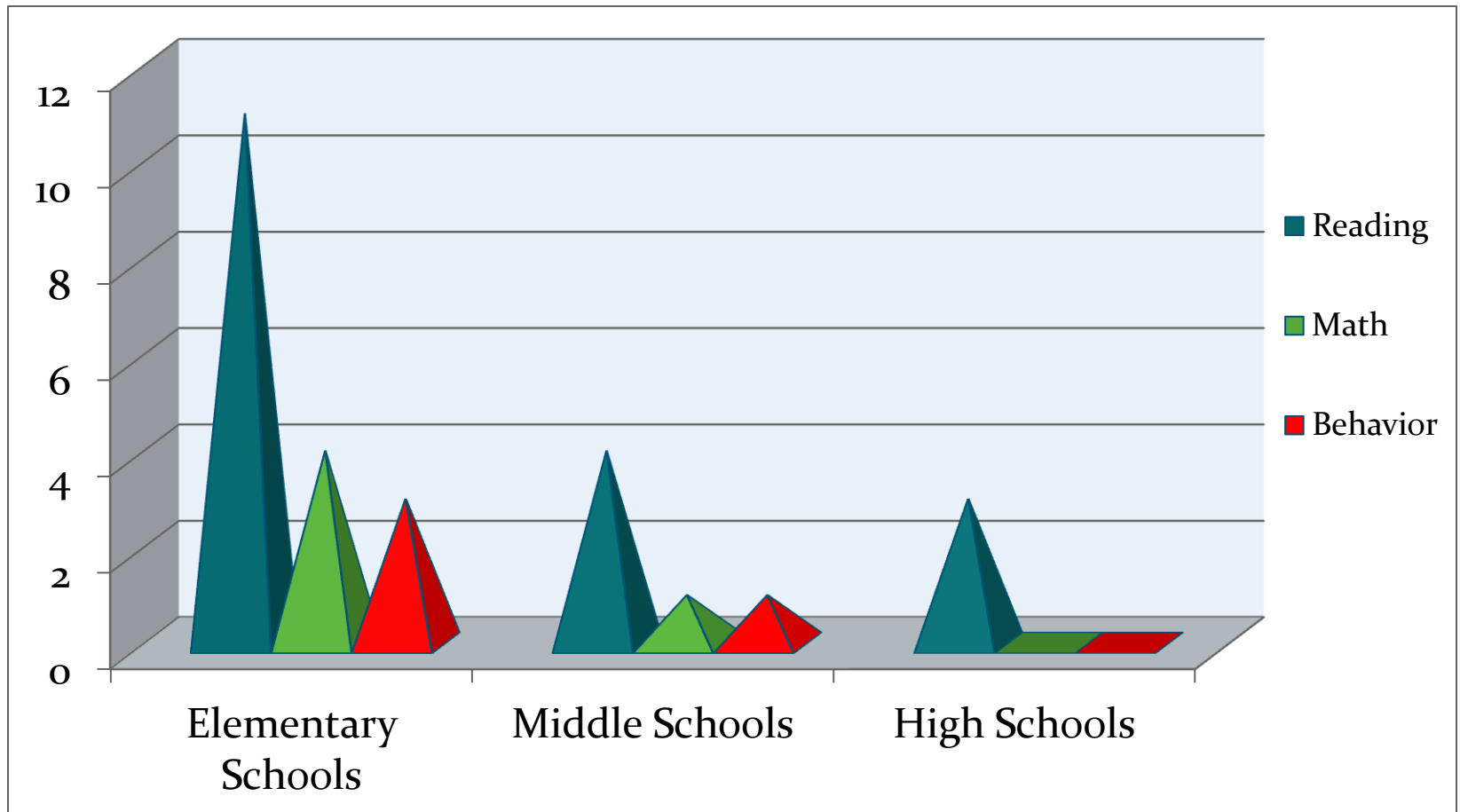


Division Cohorts

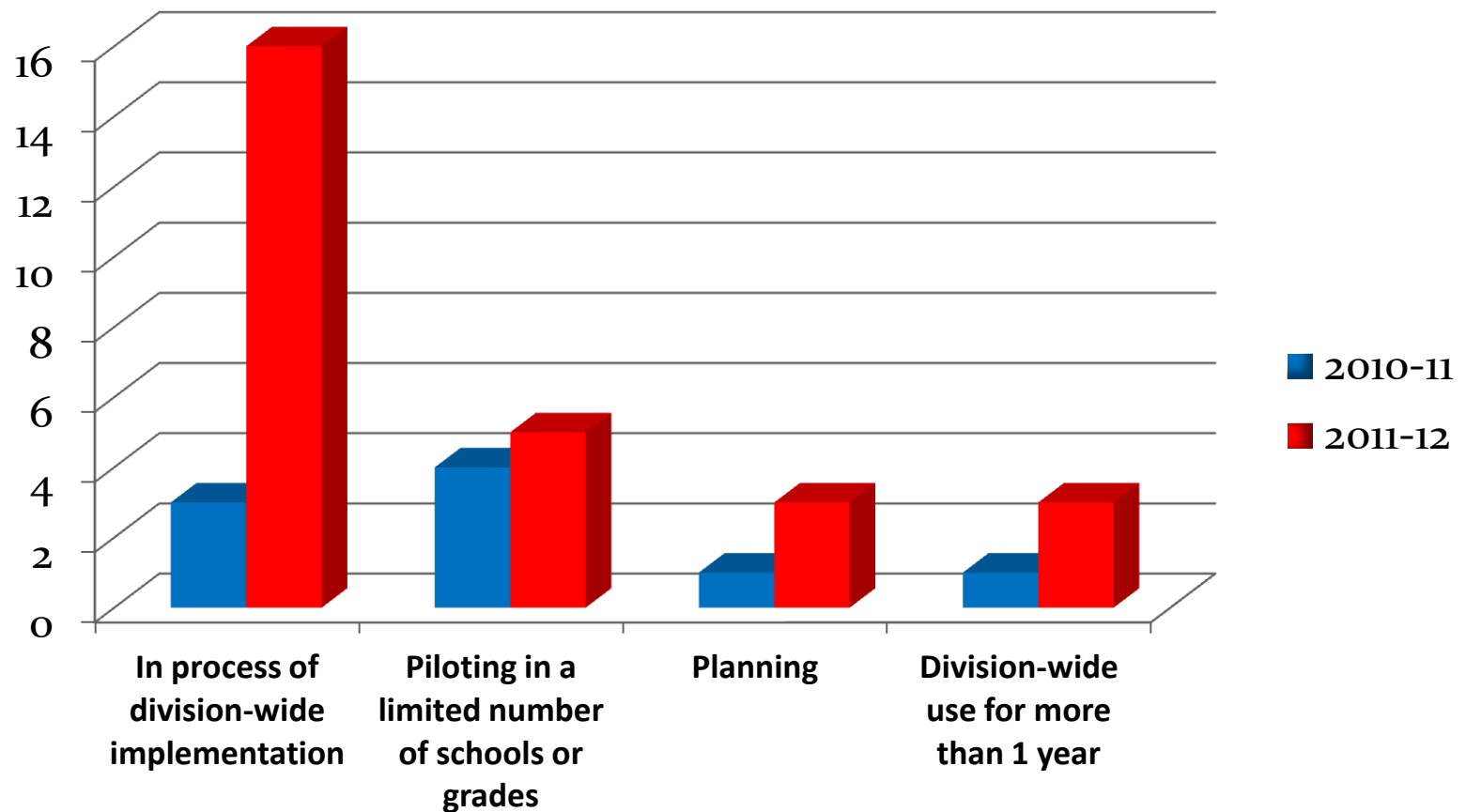
PLANNED IMPLEMENTATION OF RtI BY GRADE LEVELS BY CURRICULUM AREA

Division Cohort Schools: 2012-13

(Numbers of division representatives reporting: Data are multiple response)



**CHANGE IN STAGES OF IMPLEMENTATION;
Division Cohort Schools: 2010-11 TO 2011-12
(numbers of division representatives reporting)**



Implementation Stage for RtI Components by Average Among Respondents (division representatives reporting where “fully implemented” = 3; “partially implemented” = 2 and “planning” = 1: most-to-least)

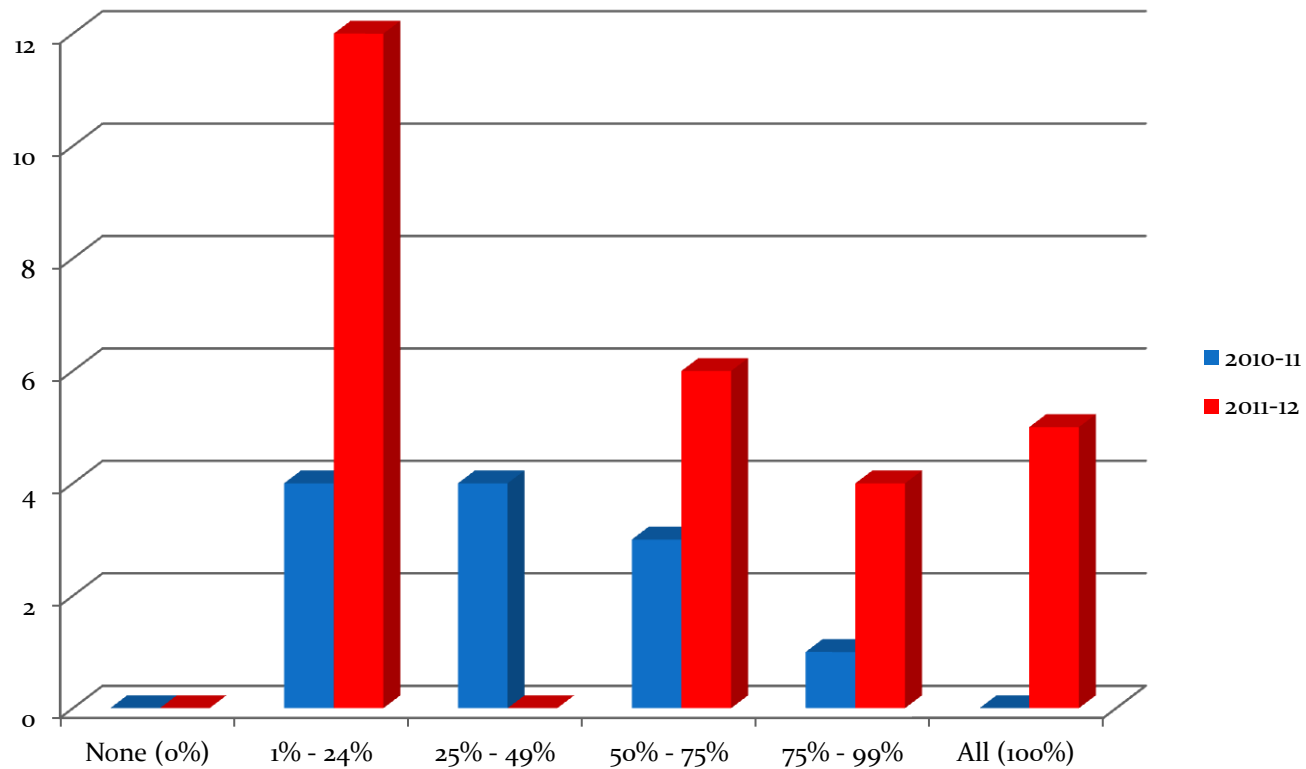
Average maturity	# Began 2011-12
1. Assessments are used to monitor progress frequently (2.35)	3
2. Collaborative meetings with division, school and/or grade level staff to discuss student progress (2.30)	3
3. Data are collected, analyzed and used to guide decisions with instruction and intervention (2.29)	2
4. Software used to input and collect data and monitor student progress (2.29)	1
5. Academic interventions for student unsuccessful with general curriculum (2.16)	2
6. A problem-solving approach is used to assist staff in identifying effective interventions and instructional strategies for struggling students (1.90)	4

SUMMARY COMPONENTS OF RTI IMPLEMENTATION:
Schools demonstrating evidence of implementation
(All division cohort schools, %s reporting:
2010-11 and 2011-12)

Rtl Components	Year One	Year Two
Instruction differentiated by groups or individuals	92%	
Universal screening	75%	92%
Reading instruction organized by tiers	58%	
Student progress monitoring	58%	85%
Students are grouped and/or re-grouped according to analysis	50%	
Group-based analysis of data from student progress monitoring data	33%	85%
Math instruction organized by Tiers	17%	
Behavior intervention organized by Tiers	0%	
“Research-based academic interventions are available for students not successful with the general curriculum”		85%

SUMMARY FEATURES OF BUSINESS PROCESS RE-ENGINEERING: (All division cohort schools, %s reporting 2010-11 and 2011-12)		
Business Process Re-Engineering Features	Year One	Year two
Faculty collaborative planning time	100%	
Intention to expand or intensify Rtl within school	100%	
Support from school principal	100%	
Reduction or reallocation of administrative or specialist responsibilities	75%	
Division-school communication and cooperation	67%	85%
Local professional development	67%	
Revisions to program during school year	58%	65%
Consensus among faculty	42%	
Class re-scheduling	33%	
Infrastructure supports (Technology)	25%	73%
Changes to supervision and evaluation to support Rtl	25%	

CHANGE IN PERCENT OF DIVISION STAFF TRAINED
2010-11 to 2011-12
(Number of division representatives reporting)



OBSTACLES TO IMPLEMENTATION:
Division Cohort Schools: 2010-11 Compared to 2011-12
(Numbers of division representative reporting)
(2010-11/2011-12)

	Not an obstacle	Somewhat an obstacle	Significant obstacle
Insufficient teacher training	2/2	5/21	4/3
Lack of intervention resources	6/10	4/14	1/2
Lack of resources for instruction	5/15	5/11	1/0
Lack of resources for progress monitoring	1/11	9/14	1/1
Lack of resources for data analysis	4/11	7/13	0/2
Lack of direction from the State	7/19	4/5	0/2
SEA licensure/certification provisions	10/21	1/4	0/0
Lack of support from division leadership or staff	8/11	3/13	0/2

**OBSTACLES TO IMPLEMENTATION:
Division Cohort Schools: 2011-12
(Numbers of division representative reporting)**

	Not an obstacle	Somewhat an obstacle	Significant obstacle
Weak core instruction	4	17	4
Leadership difficulties	8	15	3

Division Cohorts

Does the division have a defined Rtl process? (2011-12)

Yes

No

Maximum Number of Tiers (2011-12)

Answer




Three

(20)






Four

(5)

Rtl Improves AYP? (2011-12)

Answer	
Yes	
No	
Insufficient data	

Rtl Reduces Referrals? (2011-12)

Answer	
Reduced 50% or more	 (2)
Reduced 10% to 25%	 (4)
Reduced by less than 10%	 (2)
Has not reduced	 (4)
Insufficient data	 (10)

Rtl Expenditure Compared to Special Education Expenditure? (missing data) (2011-12)

Answer

Less than 5% of Special Education expenditure

 (4)

Between 5% and 10% of Special Education expenditure

 (3)

More than 10% of Special Education expenditure

 (1)

Reductions to Special Education Expenditures (missing data) (2011-12)

Answer

Yes

 (2)

No

 (6)

One division: \$133,000 less

Divisions (2011-12)

Augusta County	Martinsville City
Bristol City	Mecklenburg County
Buchanan County	Pulaski County
Charlottesville City	Prince Edward County
Covington	Prince William
Dickinson County	Richmond County
Falls Church	Scott County
Fluvana County	Shenandoah County
Gloucester County	Spotsylvania County
Halifax County	Northampton County
Lunenburg County	Smyth County

VTSS/Rtl Session Evaluation

https://interactiveinc.us2.qualtrics.com/SE/?SID=SV_cMdfxSL0QffyZx2

For more
information:

Dale Mann, Ph.D.,
Professor Emeritus, Columbia
University &
Managing Director
Interactive, Inc.
100 Arbor Oak Dr. Ste 302
Ashland, VA 23005
dmann@interactiveinc.org
804.798.8700